

HOPE ACADEMY OF NORTHWEST ARKANSAS

Hope Academy School Improvement Plan

School Name: Hope Academy of NWA	LEA #: 0445701	Plan Year: 2021-2022	Updated: April 2021
Building Principal: Jake Gibbs	Improvement Plan Chair(s): Rachele Sanford, Jessica Florer		

Plan FOCUS: Focusing on the social and emotional needs of all students while improving student academic achievement

PBIS: Implementing Conscious Discipline into classroom culture

PLC: Literacy Instruction, Assessment-based instructional practices

Personalized Learning: RTI and intervention process

Goal 1: Through the teachers' participation in PLC's and the use of common formative assessments, students will achieve at least one year of academic growth in literacy by May 2022 as measured by MAP.

Where We Are: Meeting quarterly to review and analyze data, conducting team meetings to improve classroom instructional practices

Areas of Strength: Evidence-based phonics and reading curriculum that aligns with the state's R.I.S.E initiative and the science of reading

Areas of Improvement: Scheduled times for teachers to participate in PLC's, professional development on utilizing assessment-based instructional practices

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
PLC's built into master schedule	Provide staff with a questionnaire to determine areas of need and get feedback as we build our PLC	Improvement plan chairs, building principal	July 2021	Each teaching team will have a scheduled time to meet in PLC's biweekly
Use common formative assessments to direct instructional practices and interventions	Explicit benchmarks and evidence that staff can use to show development in using assessment based instructional practices	Teaching staff, instructional facilitator, building principal	July 2021- May 2022	Evidence from each teacher that reflects successfully meeting benchmarks
Identify essential standards	Teaching staff will meet before each unit to determine essential standards, necessary prerequisite skills, and identify students that will need tier 2 and tier 3 interventions	Teaching staff, instructional facilitator, building principal	July 2021- May 2022	Evidence that the PLC has successfully addressed essential unit standards and tier 2 and tier 3 students have been identified for each unit
Utilize a school-wide data wall to inform RTI process	Develop a digital data wall that all staff can access	Improvement plan chairs, building principal	July 2021- May 2022	A data wall that is updated after every progress monitoring and reviewed twice monthly

HOPE ACADEMY OF NORTHWEST ARKANSAS

Goal 2: School staff will use evidence-based approaches and innovative techniques to guide our students' social/ emotional development.

Where We Are: PBIS program developed, not fully implemented

Areas of Strength: Conscious Discipline and TBRI structures are built into our PBIS system;

Areas of Improvement: Develop Tier 2 and Tier 3 process; professional development on implementing Conscious Discipline and PBIS in the classroom

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Staff training in TBRI from certified trainer	Ongoing consultation from TBRI trainer	Building principal, PBIS team	July 2021-May 2022	- TBRI training certificates for all staff members - Common visuals and language in classrooms
Staff training in Conscious Discipline from certified in-state trainers	PBIS team will create a concrete and actionable plan that leverages conscious discipline to address tier 2 and 3 behaviors across grade levels	Building principal, PBIS team	July 2021-May 2022	- Delivery of daily Conscious Discipline lesson plans that reflect common language and scripts - Common visuals and language in classrooms
Develop a RTI approach to behavior	- Leadership team will identify essential academic and social behaviors. - Teaching teams will use behavior data to identify students in need of tier 2 and tier 3 supports - PBIS team will develop tier 2 and tier 3 interventions for identified students	Building principal, PBIS team, leadership team, teaching teams	July 2021-May 2023	Behavior data displaying improvement on essential behaviors for students that have been identified as in need of support.

HOPE ACADEMY OF NORTHWEST ARKANSAS

Goal 3: School staff will deliver instruction in innovative ways that allow all students to have access to personalized learning experiences and appropriate support to meet academic challenges.

Where We Are: Instruction is being delivered in 1:1 and small group format, pull out interventions with Phonics First

Areas of Strength: Small learning environment; frequent small group instruction; curriculum that includes progress monitoring and end of unit assessments

Areas of Improvement: Formalize RTI process

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
<p>Examine grade level essential standards to develop strategies for identifying intervention needs at Tiers 1, 2, and 3</p>	<ul style="list-style-type: none"> - Leadership team will convene over the summer to write schoolwide policy that utilizes evidence based strategies to address students needs at Tiers 1,2, and 3 - Instructional facilitator will create a curriculum plan that identifies which units will address each essential standard - During PLC's, teaching teams will determine how students will demonstrate mastery of each essential standard 	<p>Building principal, leadership team, instructional facilitator, teaching teams</p>	<p>July 2021- May 2022</p>	<ul style="list-style-type: none"> - Learning targets will be accompanied with a common rubric for assessing student need - Schedules for therapy, pull-outs etc. will ensure that all students have access to essential grade-level curriculum
<p>All students in need of support will have regular access to Tier 2 and Tier 3 interventions</p>	<ul style="list-style-type: none"> - Designated time for tiered interventions will be built into the master schedule - Progress monitoring and common formative assessments will be utilized within each unit to ensure students in need of support are identified in a timely manner - A common classroom structure will be utilized throughout the building to ensure sufficient instruction time for all tiers. 	<p>Building principal, instructional facilitator, leadership team</p>	<p>July 2021- May 2023</p>	<ul style="list-style-type: none"> - Master schedule with designated time for tier 2 and tier 3 interventions - Record of assessments, located on data wall

HOPE ACADEMY OF NORTHWEST ARKANSAS

<p>Before each unit, teaching teams will identify learning targets and create a progress monitoring schedule to identify students who are in need of supplemental interventions</p>	<ul style="list-style-type: none"> - Instructional facilitator will create a curriculum pacing guide and develop a PLC calendar to ensure teaching teams time to select learning outcomes and common formative assessments - Teaching teams will develop a unit plan to ensure proper pacing, ensuring to provide progress monitoring and interventions - Teaching teams will update data wall after common formative assessments are completed and analyze results in PLC's. This data will be used to identify students in need of tier 2 and tier 3 supports in the following units. 	<p>Teaching teams, instructional facilitator</p>	<p>July 2021- May 2024</p>	<ul style="list-style-type: none"> - Curriculum Pacing Guide and coordinating PLC calendar - List of learning outcomes and essential standards identified for each module in literacy and math -Unit plans for all modules in literacy and math - Data wall demonstrating student growth, and eventual mastery, of all essential standards
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HOPE ACADEMY OF NORTHWEST ARKANSAS

Goal 4: School staff will build strong relationships with parents to promote school/ family relationships and support.

Where We Are: Developing rapport and trust with our families

Areas of Strength: In home visits, parent webinars, needs surveys

Areas of Improvement: Ongoing training, communication plan

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Develop Parent Education Program	<ul style="list-style-type: none"> - Collect feedback from parents on current training needs - Schedule trainings that specifically deal with behavior management in the home - Identify local partners and community volunteers to lead trainings - Identify Parent Education curriculums/ trainings that would be applicable to our school population 	Building principal, TBRI coordinator, Family Advocate	July 2021- May 2023	<ul style="list-style-type: none"> - Record of quarterly parent behavior training - Record of partnership with community volunteers - Schedule of parent/ guardian trainings offered
Develop a Parent Communication Plan	<ul style="list-style-type: none"> - Identify platforms the school will utilize to increase parents communication and engagement - Create communication protocols/ expectations for staff 	Building principal, Family Advocate, leadership team	July 2021- May 2024	<ul style="list-style-type: none"> - Record of parent/ teacher communication - Record of home visits

HOPE ACADEMY OF NORTHWEST ARKANSAS

Hope Academy Literacy Support Plan				
Goal 1: Through the teachers' participation in PLC's and the use of common formative assessments, students will achieve at least one year of academic growth in literacy by May 2022 as measured by MAP.				
Where We Are: Meeting quarterly to review and analyze data, conducting team meetings to improve classroom instructional practices				
Areas of Strength: Evidence-based phonics and reading curriculum that aligns with the state's R.I.S.E initiative and the science of reading				
Areas of Improvement:				
Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support.	<ul style="list-style-type: none"> - All students will receive timed and untimed phonics assessments quarterly. - Improvement plan chairs, principal, and special education coordinator will develop a decision-making tree to determine appropriate support for struggling learners - Improvement plan chairs, principal, and special education coordinator will determine cutoff scores for common formative assessments that will indicate if a student is in need of more support. - Teachers will utilize FUNdations probes biweekly to assess students achievement and develop plans for areas of improvement. Results will be uploaded to the data wall and discussed during PLC's. 	Teaching teams, school improvement chairs, building principal	July 2021- May 2022	-Documentation of consistently scheduled and delivered progress monitoring, decision making tree documentation
All identified tier 3 students will have access to additional literacy curriculum, such as Phonics First	- Designated time for Tier 3 intervention will be placed in master schedule	Leadership team, interventionist	July 2021- May 2022	Documentation that students have received 100% of Tier 3 intervention time
English Language Art blocks will be structured to ensure adequate time for literacy instruction by following state-recommended time allotments for each component of literacy	- Improvement plan chairs will meet with teachers to develop a classroom schedule that incorporates all literacy components and their recommended time periods	Teaching teams, school improvement chairs, building principal	July 2021- May 2023	<ul style="list-style-type: none"> - K-2 classrooms will have the following components and times built into their ELA blocks: phonological awareness- 10 minutes, Phonics (letter ID decoding, handwriting, encoding)- 30 minutes, Comprehension (read aloud, shared reading, oral language, vocabulary)- 40 minutes, small group reading- 60 minutes, writing- 30 minutes. -3-4 classrooms will have the following components and times built into their ELA blocks: word study- 20 minutes, unit-based comprehension- 40 minutes, writing- 30 minutes